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| English II | Unit 1: Theme – Culture & Identity | | Timeline | | 15 days |
| Understandings:   * Who we are as human beings is influenced by our family histories, our values and our cultures. * Our worldviews influence our behaviors and our decisions whether consciously or unconsciously. * To navigate the global world we live in, we must interact successfully with people with different worldviews from us. | | | | | |
| Essential Questions  (Inquiry Based Questions) | | | | | |
| * Who am I? * What is culture? * What shapes a person’s identity (cultural lens)? * Is beauty defined by culture? * What absolutes transcend cultural differences? * Can values be imposed? * How do you deal with someone who has a different worldview from your own? * How then should we live? * How do authors create/use tone? * How do authors introduce and develop characters? * What influence(s) and effect(s) do characters have on plot and themes in a text? * How does an author’s use of language and literary elements affect the overall work? | | | | | |
| Learning Targets and/or “I Can” Statements   * I can cite textual evidence to support my answers. * I can determine a central idea. * I can determine a central message. * I can determine the meaning of words and phrases as they are used in the text. * I can identify figurative language, content specific vocabulary, connotations, and archetypes. * I can identify tone based on diction (word choice). * I can identify the structure of a text. * I can recognize how the author uses structure. * Based on structure, I can identify an author’s purpose/intent. * I can describe how the author uses sentences and paragraphs from within a text to identify the claims the author is making. * I can read and comprehend grade level texts. * I can use different techniques in writing an expository essay. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can start and participate in collaborative discussions with diverse partners. * I can respond thoughtfully to diverse perspectives. * I can present information in a logical manner so that my audience can follow my reasoning. * I can use Standard English grammar when writing or speaking. * I can demonstrate Standard English in punctuation, capitalization, and writing conventions. | | | Aligned Standards   * RL and RI 10.1 – Cite strong and thorough textual analysis of what the text says explicitly as well as references drawn from the text. * RL and RI 10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RL and RI 10.3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * RL and RI 10.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific diction on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). * RL and RI 10.5 – Analyze how an author’s choices concerning how to structure a text, order events within a text (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, etc. * RL and RI 10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States drawing a wide reading of world literature. * RL and RI 10.7 – Compare two works that share a common subject. * RL and RI 10.10 – Read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding needed at the high end of the range. * W 10.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * SL 10.4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. * L 10.1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. * L 10.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | | |
| Suggested Anchor Literature:  Chinua Achebe’s Things Fall Apart  Ming Fung Ho’s Rice Without Rain | | Suggested Anchor Informational Text(s):  Powerpoint on Colonialism in Africa  Chimamanda Adichie’s “Danger of a Single Story” | | Suggested Mentor Text(s)  “Where I’m From” (song)  Select “Where I’m From” Poems  Binyavanga Wainaina’s “How to Write about Africa”  Sandra Cisneros’ “My Name” | |
| Other Literature:  Jamaica Kincaid’s Annie John  Zee Edgell’s Beka Lamb  Hamid Mohsin’s The Reluctant  Fundamentalist  World authored memoirs  Marjane Satrapi’s Persepolis  Franz Kafka’s The Metamorphosis  Latifa’s My Forbidden Face  Edmond Rostand’s Cyrano de Bergerac  Biblical story of “Sampson and Deliah”  Excerpts from Song of Solomon  Various short stories and poetry from many countries (Around the World pieces) | | Other Informational Text(s):  Informational pieces on Chinese foot-binding and leg-lengthening surgeries  Excerpts from *Beauty Shop in Kabul* | | Poetry:  Rudyard Kipling’s “White Man’s Burden”  Story of Abraham and Isaac W.B. Yeats “Second Coming”  Roland Tombekai Dempster’s “Africa’s Plea” | |
| Music:  India Arie’s song “I am not my hair”  “I Believe” from the musical The Book of Mormon  Music from Fela! | | TV/Film:  Jessica Simpson’s VH1 show “The Price of Beauty”  ABC News clips on cultural traditions around the world  NBC Show “Who Do You Think You Are?”  Chris Rock documentary Hair  Avatar  Clip from Osama  The Gods Must Be Crazy  The Constant Gardner | | Vocabulary:  Tier II:  Culture  Beauty  Worldview  Colonialism  Imperialism  Pacification  Revolution  Tier III:  Characterization  Tone  Theme  Diction  Allusion  Foreshadowing  Proverb  Connotation and Denotation  Conflict  Folk Tale  Tragic Hero  Tragic Flaw  [www.currituck.k12.nc.us/Page/5407](http://www.currituck.k12.nc.us/Page/5407)  Randolph County Schools Pacing Guide | |

**Summative: Write a formal essay explaining how theme is revealed in a chosen text using textual evidence to support your ideas. (Rubric provided by teacher)**

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| English II | Unit 2: Theme – Power and Justice | | Timeline | | 15 days |
| Understandings:   * Justice is not the same as punishment. * The concept of justice is culturally based. | | | | | |
| Essential Questions  (Inquiry Based Questions) | | | | | |
| * What is justice? * What happens when justice is not achieved? * Is fairness the same as justice? * Is revenge ever justified? * Is there ever a time when an individual should take justice into his/her hands? * What is the goal of justice? * How do you know when something is just? Unjust? * How do you deal with someone who has a different worldview from your own? * How then should we live? * How do authors create/use tone? * How do authors introduce and develop characters? * What influence(s) and effect(s) do characters have on plot and themes in a text? * How does an author’s use of language and literary elements affect the overall work? | | | | | |
| Learning Targets and/or “I Can” Statements   * I can cite textual evidence to support my answers. * I can determine a central idea. * I can determine a central message. * I can determine the meaning of words and phrases as they are used in the text. * I can identify figurative language, content specific vocabulary, connotations, and archetypes. * I can identify tone based on diction (word choice). * I can identify the structure of a text. * I can recognize how the author uses structure. * Based on structure, I can identify an author’s purpose/intent. * I can describe how the author uses sentences and paragraphs from within a text to identify the claims the author is making. * I can read and comprehend grade level texts. * I can use literary techniques, such as dialogue, pacing, description, and multiple plot lines to develop an essay. * I can use different techniques in the same essay. * I can write an “Argumentative Essay.” * I can create a conclusion that follows the course of the narrative. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can use technology to produce, publish, and collaborate with others. * I can start and participate in collaborative discussions with diverse partners. * I can respond thoughtfully to diverse perspectives. * I can present information in a logical manner so that my audience can follow my reasoning. * I can use Standard English grammar when writing or speaking. * I can demonstrate Standard English in punctuation, capitalization, and writing conventions. | | | Aligned Standards   * RL and RI 10.1 – Cite strong and thorough textual analysis of what the text says explicitly as well as references drawn from the text. * RL and RI 10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RL and RI 10.3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * RL and RI 10.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific diction on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). * RL and RI 10.5 – Analyze how an author’s choices concerning how to structure a text, order events within a text (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, etc. * RL and RI 10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States drawing a wide reading of world literature. * RL and RI 10.7 – Compare two works that share a common subject. * RL and RI 10.10 – Read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding needed at the high end of the range. * W 10.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * SL 10.4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. * L 10.1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. * L 10.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | | |
| Suggested Anchor Literature:  Shakespeare’s The Merchant of Venice  Antigone by Sophocles  Shakespeare’s Macbeth | | Suggested Anchor Informational Text(s):  Articles relating to the Casey Antony Trial  Articles relating to “Black Lives Matter” | | Suggested Mentor Text(s) | |
| Other Literature:  “To Kill A Mockingbird”  Resources from Folger Shakespeare Library  Resources from American Shakespeare Center  “In A Grove” | | Other Informational Text(s):  TBD | | Poetry:  TBD | |
| Music:  TBD | | TV/Film:  PBS Film Version of Macbeth | | Vocabulary:  Tier 2:  Justice  Equality  Fairness  Restoration  Power  Tier III:  Tone  Theme  Diction  Allusion  Foreshadowing  Proverb  Connotation and Denotation  Conflict  [www.currituck.k12.nc.us/Page/5407](http://www.currituck.k12.nc.us/Page/5407)  Randolph County Schools Pacing Guide | |

**Summative Ideas:**

**Using a Rubric provided by the teacher, students will write an “Argumentative Essay.” OR complete a project such as the research project here:** <http://mrdavisenglish.weebly.com/stem-sophomore-project.html> (Project may be modified)

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| English II | Unit 3: Theme – The Tragedy of Macbeth  (Tragedy of power, ambition, deceit, murder) | | | Timeline 15 days | |
| Understandings:   * Renaissance writers took interest in human life and the individual person. * Drama developed and flourished during the Renaissance. * Theater during the Renaissance depicted not only the lifestyles of the society but also the historical background of British history. * The attitudes of the time period were reflected in the literature. | | | | | |
| Essential Questions  (Inquiry Based Questions) | | | | | |
| * How do the elements of a sonnet, lyric poem, pastoral poem, metaphysical poem (e.g. blank verse, rhyme scheme, couplets, and meter) contribute to the meaning of the poem? * How do simile and metaphor contribute to the meaning of the literary work? * How do the elements of theme, imagery, plot, argument, and conflict contribute to the analysis of a work of literature? * How effective are hyperbole and satire literary elements? * What is the archetypal progression from a hero to a tragic figure in Shakespeare’s *Macbeth?* * How do the conventions of the theater reinforce the meaning of the play? * How does a comedy differ from a tragedy? | | | | | |
| Learning Targets and/or “I Can” Statements   * I can cite textual evidence to support my answers. * I can determine a central idea. * I can determine a central message. * I can determine the meaning of words and phrases as they are used in the text. * I can identify figurative language, content specific vocabulary, connotations, and archetypes. * I can identify tone based on diction (word choice). * I can identify the structure of a text. * I can recognize how the author uses structure. * Based on structure, I can identify an author’s purpose/intent. * I can describe how the author uses sentences and paragraphs from within a text to identify the claims the author is making. * I can read and comprehend grade level texts. * I can write an “Analytical” essay. * I can create a conclusion that follows the course of the narrative. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can use technology to produce, publish, and collaborate with others. * I can start and participate in collaborative discussions with diverse partners. * I can respond thoughtfully to diverse perspectives. * I can present information in a logical manner so that my audience can follow my reasoning. * I can use Standard English grammar when writing or speaking. * I can demonstrate Standard English in punctuation, capitalization, and writing conventions. | | | Aligned Standards   * RL and RI 10.1 – Cite strong and thorough textual analysis of what the text says explicitly as well as references drawn from the text. * RL and RI 10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RL and RI 10.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific diction on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). * RL and RI 10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States drawing a wide reading of world literature. * RL and RI 10.7 – Compare two works that share a common subject. * RL and RI 10.10 – Read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding needed at the high end of the range. * W.10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * W.10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * W.10.2c Use appropriate and varied to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * W.10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic. * W.10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * W.10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. * SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style and are appropriate to purpose, audience, and task. * SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. * SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. * L.10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. | | |
| Suggested Anchor Literature:  *The Tragedy of Macbeth,* William Shakespeare  Oedipus Rex, Sophocles  “Ozymandias” Percy Bysshe Shelley  “The Story of Daedalus and Icarus,” *Metamorphoses,* Ovid  “The Possibility of Evil,” Shirley Jackson | | Suggested Anchor Informational Text(s): | | | **SAMPLE Research**  Students will use the texts from this set and conduct independent research on current and historical events to gather evidence for a researched argumentative essay that establishes a position in response to either of the following questions:  -Is man’s failure the result of internal flaws or external forces?  -Is man inherently good or evil? |
| Other Literature:  “The Bass, the River, and Sheila Mant,” W.D, Wetherell  Harrison Bergeron,” Kurt Vonnegut, Jr.  “Everyday Use,” Alice Walker  “Searching for Summer,” Joan Aiken  “Like the Sun,” R.K. Naryan  “A Marriage Proposal,”  “The Doll’s House,” Katherine Mansfield | | Other Informational Text(s):  Excerpts from *The Lucifer Effect,*  Phillip Zimbardo  Select brief quotations on the nature of morality (for rhetorical analysis)  “Murder, King, and Scot, All Rolled Into One Madman: Alan Cumming in ‘Macbeth’ at Lincoln Center Festival,” Charles Isherwood | | | Poetry:  “Tell all the Truth but tell it slant--,” Emily Dickinson  “Do not weep, maiden, for war is king,” Stephen Crane  “Meeting at Night,” Robert Browning  “Musee des Beaux Arts,” W.H. Auden |
| Music: | | TV/Film: | | | Vocabulary:  Sonnet  Rhyme scheme  Iambic pentameter  Blank verse  Pastoral poetry  Simile  Metaphor  Theme  Theater  Atmosphere  Setting  Imagery  Argument  Plot  Foreshadowing  Tragedy (tragic hero)  Comedy  Conflict  Metaphysical poetry  Elegy  Lyric poetry  Carpe diem  Hyperbole  Soliloquy  Aside  <http://www.bossierschools.org/ELA912>  [www.currituck.k12.nc.us/Page/5407](http://www.currituck.k12.nc.us/Page/5407)  Randolph County Schools Pacing Guide |

**Summative Ideas:**

**Using a Rubric provided by the teacher, students will write an “Argumentative Essay.” OR complete a project such as the research project here:** <http://mrdavisenglish.weebly.com/stem-sophomore-project.html> (Project may be modified)

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| English II | Unit 4: Theme – Greek Tragedy | | Timeline 15 days | |
| Understandings:   * Myths follow specific patterns and contain similar motifs which set them apart from other types of stories. * Myths are stories meant to entertain and inform. * Myths provide an insight into the workings of the human mind and have been understood to reveal divine mysteries, primitive science, and justifications for human behavior. * The Gods of ancient cultures reflect the overarching attitudes of the time. * Cultural tradition and individual responsibility are often addressed and sometimes reconciled through the myths of a culture. * The attributes, attitudes, and interactions of classical gods display universal and specific cultural concerns. * While the elements of classical mythology are tied to the core values and experiences of its origin, they may also be applied to society today. | | | | |
| Essential Questions  (Inquiry Based Questions) | | | | |
| * Why study mythology? * What are the common patterns and motifs found in myths? * What are the similarities and differences in creation myths from around the world? * What unique cultural traits are revealed in myths? * How does the Greek pantheon reflect the overall outlook of its culture? * How does classical mythology reconcile individual responsibility with responsibility to society? * In what ways does classical mythology suggest humanity embrace and/or rebel against cultural tradition? * What lessons can we learn from the study of ancient Greek mythology that can be applied today to address social and ethical attitudes? | | | | |
| Learning Targets and/or “I Can” Statements   * I can cite textual evidence to support my answers. * I can determine a central idea. * I can determine a central message. * I can determine the meaning of words and phrases as they are used in the text. * I can identify figurative language, content specific vocabulary, connotations, and archetypes. * I can identify tone based on diction (word choice). * I can identify the structure of a text. * I can recognize how the author uses structure. * Based on structure, I can identify an author’s purpose/intent. * I can describe how the author uses sentences and paragraphs from within a text to identify the claims the author is making. * I can read and comprehend grade level texts. * I can use literary techniques, such as dialogue, pacing, description, and multiple plot lines to develop a “Greek Mythological” essay. * I can use different techniques in the same essay. * I can write a “Greek Mythological” essay. * I can create a conclusion that follows the course of the narrative. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can use technology to produce, publish, and collaborate with others. * I can start and participate in collaborative discussions with diverse partners. * I can respond thoughtfully to diverse perspectives. * I can present information in a logical manner so that my audience can follow my reasoning. * I can use Standard English grammar when writing or speaking. * I can demonstrate Standard English in punctuation, capitalization, and writing conventions. | | | Aligned Standards   * RL and RI 10.1 – Cite strong and thorough textual analysis of what the text says explicitly as well as references drawn from the text. * RL and RI 10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RL and RI 10.3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * RL and RI 10.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific diction on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). * RL and RI 10.5 – Analyze how an author’s choices concerning how to structure a text, order events within a text (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, etc. * RL and RI 10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States drawing a wide reading of world literature. * RL and RI 10.7 – Compare two works that share a common subject. * RL and RI 10.10 – Read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding needed at the high end of the range. * W 10.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * SL 10.4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. * L 10.1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. * L 10.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | |
| Suggested Anchor Literature:  *World Mythology: An Anthology of the Great Myths and Epics* by Donna Rosenberg  *The Encyclopedia of Mythology* by Arthur Cotterell  *Interdisciplinary Unit: Ancient Greece (Challenging)* Published by Teacher Created Materials, Inc.  *Myths and their Meaning* by Max J. Herzberg | | Suggested Anchor Informational Text(s): | | Suggested Mentor Text(s) |
| Other Literature: | | Other Informational Text(s): | | Poetry:  [my mythology](http://www.poetrysoup.com/poem/my_mythology_645300) by RASHID, KAMRAN [Celtic Celtic Mythology](http://www.poetrysoup.com/poem/celtic_celtic_mythology_551257) by Jackson, Jolynn [Seirenes - sea nymphs - Greek Mythology contest](http://www.poetrysoup.com/poem/seirenes___sea_nymphs____greek_mythology_contest_483830) by ROBERTS, SEREN [Mythology of Fire](http://www.poetrysoup.com/poem/mythology_of_fire_454651) by Goodson, Mark [Sunset Mythology](http://www.poetrysoup.com/poem/sunset_mythology_391307) by Roske, Ann [Mythology of Love](http://www.poetrysoup.com/poem/mythology_of_love_370286) by Tarsiero, Rosanna [Haggis and Drinks Mi Luve (Mythology)](http://www.poetrysoup.com/poem/haggis_and_drinks_mi_luve_(mythology)_236518) by Spence Sr, Joseph [A Mythology Mixup](http://www.poetrysoup.com/poem/a_mythology_mixup_235708) by Flach, Joe [Angel Mythology](http://www.poetrysoup.com/poem/angel_mythology_85039) by Vaida, Bogdan-Ioan [My Own Mythology](http://www.poetrysoup.com/poem/my_own_mythology_5262) by Rae, Erikah |
| Music:  Deftones – Minerva  White Hinterland – Icarus  Yeah Yeah Yeahs – Isis  The Doors – Hyacinth House  Cream – Tales of Brave Ulysses | | TV/Film:  Film *Antigone*  Film *The Legend of Hercules*  Film *Wrath of the Titans*  Film *Ulysses*  Film *Helen of Troy*  Film *Alexander*  Film *Oedipus the King* | | Vocabulary:  Tier II:  honor  glimpse  securely  \* tending  Tier III:  Cyrus  Leonidas  footrace  god/goddess  immortal  myth  Olympia  pottery  sanctuary  spectators  Zeus/Hades/ Poseidon/ Demeter/Hera/ Hephaestus/ Aphrodite/Athena/ Ares/ Apollo/Artemis/ Hermes/ Dionysus  [www.currituck.k12.nc.us/Page/5407](http://www.currituck.k12.nc.us/Page/5407)  Randolph County Schools Pacing Guide |

**Summative Ideas:**

**Using a Rubric provided by the teacher, students will write a “Greek Mythological Essay.”**

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| English II | Unit 5: Theme – Injustices | | Timeline | | 15 days |
| Understandings:   * Ideas have consequences. * We all make decisions to play the roles of perpetrator, victim, bystander and hero. * War and genocide does not happen in a vacuum. There are behaviors and actions that lead to that. * We choose how we react and respond to others’ actions against us. * There is only one race, and that is the human race. | | | | | |
| Essential Questions  (Inquiry Based Questions) | | | | | |
| * Is all propaganda bad? * Why is there always war? * What is the nature of prejudice? * What are the consequences of labeling the “other?” * What does it mean to be a human being? * What roles do we as individuals play in atrocities? * What leads to genocide? * How is language manipulated for evil purposes? * How do authors create/use tone? * How do authors introduce and develop characters? * What influence(s) and effect(s) do characters have on plot and themes in a text? * How does an author’s use of language and literary elements affect the overall work? | | | | | |
| Learning Targets and/or “I Can” Statements   * I can cite textual evidence to support my answers. * I can determine a central idea. * I can determine a central message. * I can determine the meaning of words and phrases as they are used in the text. * I can identify figurative language, content specific vocabulary, connotations, and archetypes. * I can identify tone based on diction (word choice). * I can identify the structure of a text. * I can recognize how the author uses structure. * Based on structure, I can identify an author’s purpose/intent. * I can describe how the author uses sentences and paragraphs from within a text to identify the claims the author is making. * I can read and comprehend grade level texts. * I can write a “Cause and Effect” essay. * I can create a conclusion that follows the course of the narrative. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can use technology to produce, publish, and collaborate with others. * I can start and participate in collaborative discussions with diverse partners. * I can respond thoughtfully to diverse perspectives. * I can present information in a logical manner so that my audience can follow my reasoning. * I can use Standard English grammar when writing or speaking. * I can demonstrate Standard English in punctuation, capitalization, and writing conventions. | | | Aligned Standards   * RL and RI 10.1 – Cite strong and thorough textual analysis of what the text says explicitly as well as references drawn from the text. * RL and RI 10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RL and RI 10.3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * RL and RI 10.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific diction on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). * RL and RI 10.5 – Analyze how an author’s choices concerning how to structure a text, order events within a text (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, etc. * RL and RI 10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States drawing a wide reading of world literature. * RL and RI 10.7 – Compare two works that share a common subject. * RL and RI 10.10 – Read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding needed at the high end of the range. * W 10.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * SL 10.4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. * L 10.1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. * L 10.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | | |
| Suggested Anchor Literature:  Elie Wiesel’s Night | | Suggested Anchor Informational Text(s):  USHMM Online Photography Exhibit  Auschwitz: Through the Lens of the SS | | Suggested Mentor Text(s)  Leonard Pitts’ “Sometimes, the Earth is Cruel” | |
| Other Literature:  Children’s picture book *The Sugihara Story*  Golem | | Other Informational Text(s):  Simon Wiesenthal’s The Sunflower: *On the Possibilities and Limits of Forgiveness*  “The Roots” Article  Informational articles and speech on War in Afghanistan  Night, Persepolis, My Forbidden Face, I Am Nujood, A Long Way Gone, Oprah’s interview with Elie Wiesel, In the Time of the Butterflies, Holocaust survivor stories and narratives, This I Believe essays | | Poetry:  *Holocaust* (art and poetry)  Poem Taha Muhammad Ali’s Revenge | |
|  | | | | Possible Activities:  PowerPoint presentations to introduce background on the Holocaust; web quest Holocaust Museum; read and analyze texts; annotate chapters with sticky notes; study guides; 3-2-1 reading strategy; introduce MLA format with mini-lessons and practice activities and the research process; practice  thesis statements; practice summarizing, setting up signal phrases for quotations, and paraphrasing; teach bias; journals; group activity with anti-Semitism; research paper drafting; double entry journals | |
| Music:  Beethoven’s Fifth Symphony (Violin) | | TV/Film:  Film *Hotel Rwanda*  Film *Schindler’s List*  Survivor Testimony on DVD  Bernd Wollschlaeger’s “We Don’t Talk About It”  Outcast  Discovery Channel Curiosity Series on Milgram Experiments  Oprah Interview with Elie Weisel | | Vocabulary:  Tier 2:  Holocaust  Shoah  Stereotype  Roles of bystander, hero, victim and perpetrator  Triangle of Hate (Anti-Defamation League)  Golem  Eugenics  Nuremberg Laws  Forgiveness  Stetl  Program  Blood Libel  Anti-Semitism  Selection  Deportation  Crematorium  Extermination  Liquidation  Dehumanize  Tolerance  Prejudice  Inhumanity  Genocide  Transportation  Tier III:  Intertextuality  Rhetorical Triangle  Epigraph  Preface  Forward  Introduction  Paratext  Tone  Theme  Diction  Allusion  Foreshadowing  Proverb  Connotation and Denotation  Conflict  [www.currituck.k12.nc.us/Page/5407](http://www.currituck.k12.nc.us/Page/5407)  Randolph County Schools Pacing Guide | |

**Summative Ideas:**

**Using a Rubric provided by the teacher, students will write a “Cause and Effect Essay.”**

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| English II | Unit 6: Importance of Imagination and Storytelling | | Timeline | | 15 days |
| Understandings:   * Stories are a matter of life and death. * A story presented to readers is impacted by the reliability of the narrator. * The truth is a perception of reality, but there are absolute Truths. * An author’s worldview is reflected in his/her characters. * Narrative is used by many artists (authors, painters, musicians, film-makers) as a survival technique. | | | | | |
| Essential Questions  (Inquiry Based Questions) | | | | | |
| * What is the importance of stories that aren’t even true? * What is Truth, and who determines it? * What happens when imagination is censored? * What happens when freedom to express infringes upon another’s values? * How is storytelling and narrative used as a survival technique? * Where and how do the lines of reality and fantasy blur in literature and art? * Why is satirical writing so popular? | | | | | |
| Learning Targets and/or “I Can” Statements   * I can cite textual evidence to support my answers. * I can determine a central idea. * I can determine a central message. * I can determine the meaning of words and phrases as they are used in the text. * I can identify figurative language, content specific vocabulary, connotations, and archetypes. * I can identify tone based on diction (word choice). * I can identify the structure of a text. * I can recognize how the author uses structure. * Based on structure, I can identify an author’s purpose/intent. * I can describe how the author uses sentences and paragraphs from within a text to identify the claims the author is making. * I can read and comprehend grade level texts. * I can create a “Poem.” * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * I can use technology to produce, publish, and collaborate with others. * I can start and participate in collaborative discussions with diverse partners. * I can respond thoughtfully to diverse perspectives. * I can present information in a logical manner so that my audience can follow my reasoning. * I can use Standard English grammar when writing or speaking. * I can demonstrate Standard English in punctuation, capitalization, and writing conventions. | | | Aligned Standards   * RL and RI 10.1 – Cite strong and thorough textual analysis of what the text says explicitly as well as references drawn from the text. * RL and RI 10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RL and RI 10.3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * RL and RI 10.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific diction on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). * RL and RI 10.5 – Analyze how an author’s choices concerning how to structure a text, order events within a text (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, etc. * RL and RI 10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States drawing a wide reading of world literature. * RL and RI 10.7 – Compare two works that share a common subject. * RL and RI 10.10 – Read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding needed at the high end of the range. * W 10.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * SL 10.4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. * L 10.1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. * L 10.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | | |
| Suggested Anchor Literature: | | Suggested Anchor Informational Text(s): | | Suggested Mentor Text(s) | |
| Other Literature:  Hasidic Tales from the Holocaust  Cinderella tales in different cultures  Salman Rushdie’s short story “The Prophet’s Hair”  Yann Martel’s Life of Pi  The Little Prince  Excerpt from Persepolis  “A Very Old Man With Enormous Wings” by Gabrielle Garcia Marquez” | | Other Informational Text(s):  Informational Articles on Carl Jung, Dream Analysis, and Archetypes | | Poetry:  *“How Do We Forgive Our Fathers?”* | |
| Music:  “I am the Walrus” by The Beatles  “River of Dreams” by Billy Joel  “I Am My Father’s Son” by Dan Hill | | TV/Film:  Film *Whale Rider*  Clips from Mel Brook’s film *The Producers and Blazing Saddles*  Satirical short pieces (Jon Daily Show, SNL, South Park, The Onion, political cartoons on Muhammed, PC Fairy Tales) | | Vocabulary:  Tier 2:  Political Correctness  Fatwa  Censorship  Tier III:  Archetype  Satire  Parody  Allusion  Anthromorphism  Jung’s Shadow-self philosophy  Magical Realism  Suspension of Disbelief  Foreshadowing  Tone  Theme  Diction  Allusion  Foreshadowing  Proverb  Connotation and Denotation  Conflict  [www.currituck.k12.nc.us/Page/5407](http://www.currituck.k12.nc.us/Page/5407)  Randolph County Schools Pacing Guide | |

**Summative Ideas:**

**Using a Rubric provided by the teacher, students will write a “Poem” as specified by the classroom teacher.**